

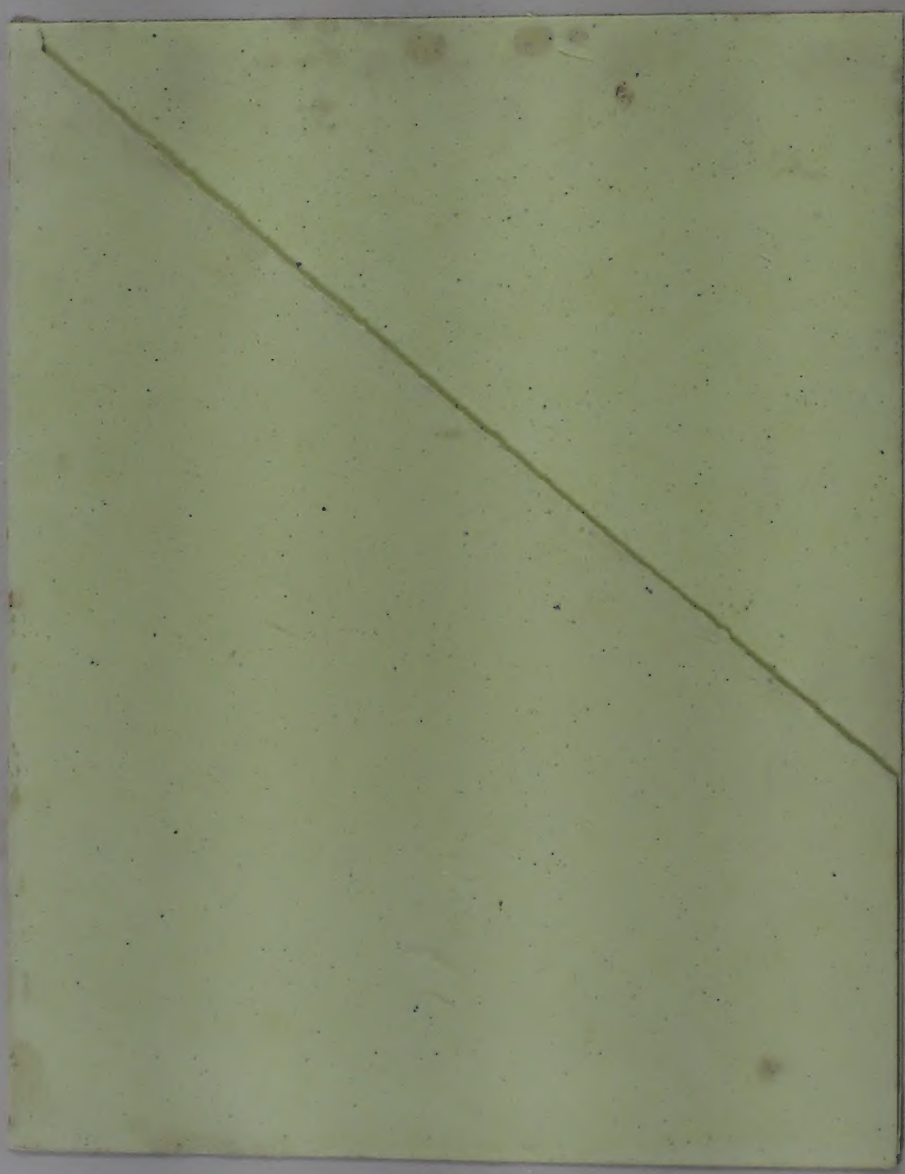
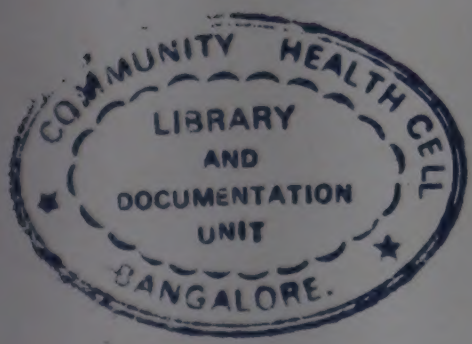
**WORLD HEALTH ORGANIZATION
EXPANDED PROGRAMME ON IMMUNIZATION
TRAINING FOR
MID-LEVEL MANAGERS**

PROVIDE TRAINING



TM-110
04

TM-100



PROVIDE TRAINING

~~47/1 St. Mark's Road, Bangalore - 560 001~~

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PROVIDE TRAINING

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PROVIDE TRAINING

Introduction

Your first concern as a mid-level manager with responsibility for vaccination activities is to reduce the number of cases and deaths which result from diseases preventable by immunization. The population you are trying to protect are the very young children in your region or district. In order to accomplish this goal, you need to carry out a number of essential tasks which include preparing health centre staff to perform vaccination activities correctly.

This is what training is all about. People must know how to do the required work before they begin providing vaccination services. They must receive additional training if they forget skills on the job, and they should receive continued training to maintain their skills and to provide them with new information if vaccination activities change.

It may be your responsibility to provide these types of training. You may need to do this in a maternal and child health or primary health care setting. This means that the people you train will have to perform their immunization duties along with other health care tasks. As a trainer, you will need to provide clear and simple directions and to provide sufficient practice so that staff can adequately perform vaccination activities in a routine and effective way. As a manager, you will need to ensure that they have the time and vaccination supplies they need to carry out immunization duties along with their other tasks.

STATEMENT OF PURPOSE

In this module, you will practice skills which will assist you in providing effective training for the staff in your region or district.

FLOWCHART

On page 3 is a diagram of the major steps involved in supervision. Read the flowchart from left to right or as the arrows indicate. A diamond-shaped block (◊) indicates a decision must be made. Based on the decision (yes or no), follow the arrow to the appropriate next block. You will note in this flowchart that lines from the final blocks (11.0 and 13.0) lead back to block 4.0. This is because training must be considered a continuing operation.

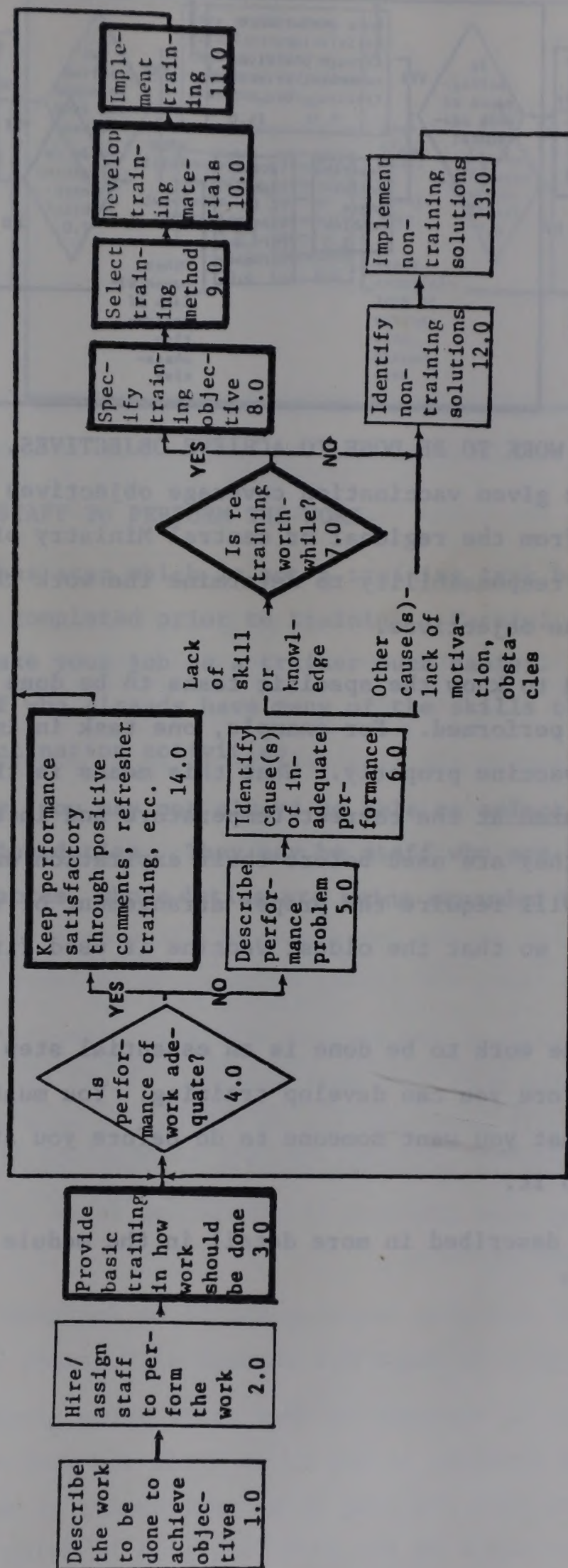
The steps which are specific to training are outlined in heavy black ink. Other steps included on the flowchart are not specific training steps but are necessary before you can begin your work as a trainer (or before you can make decisions about training). We will briefly review these steps; they are dealt with more completely in the module, "Supervise Performance."

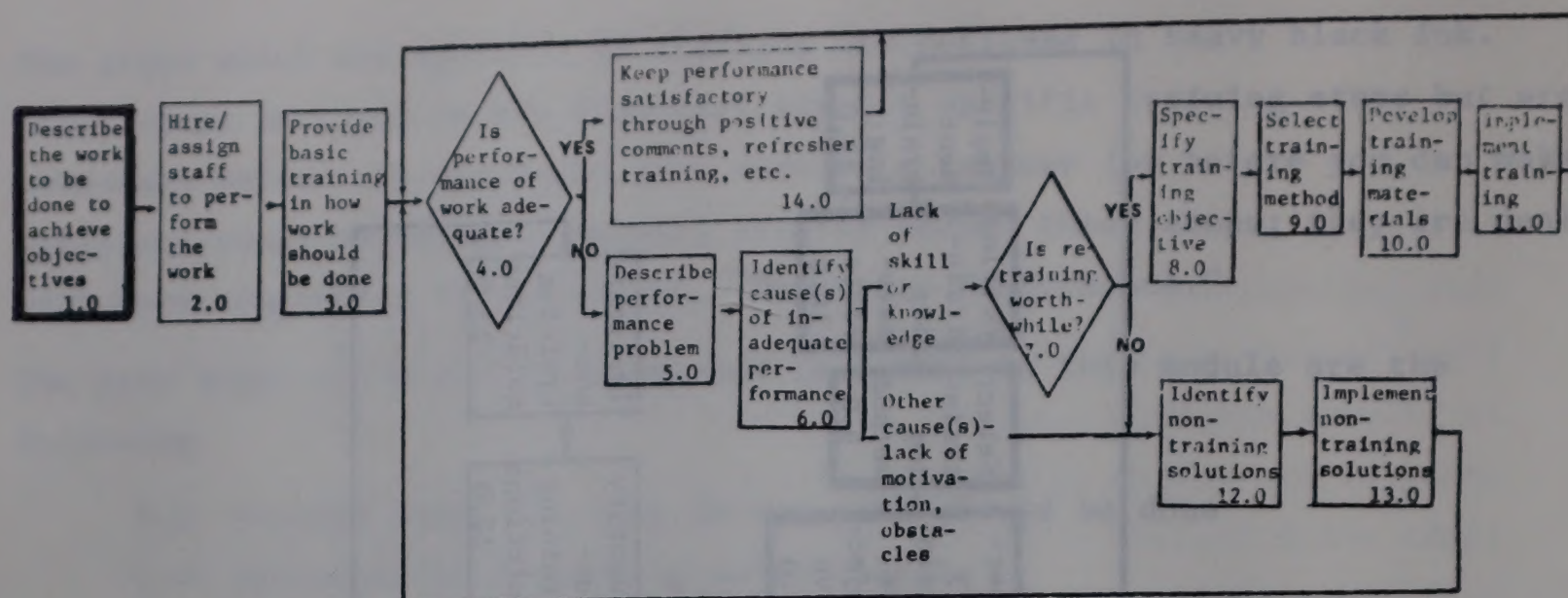
The main steps which will be discussed in detail in this module are the following:

- 3.0 Provide basic training in how work should be done
- 7.0 Determine if retraining is worthwhile
- 8.0 Specify training objective
- 9.0 Select training method
- 10.0 Develop training materials
- 11.0 Implement training
- 14.0 Ensure continued adequate performance through positive comments, refresher training, etc.

Take a few minutes now to look over the flowchart and see the way in which these steps relate to the other steps listed. If you have any questions about how the steps relate to each other, ask a course manager for help.

A glossary is provided at the end of the module to define words in the flowchart or in the text which may be unclear to you.





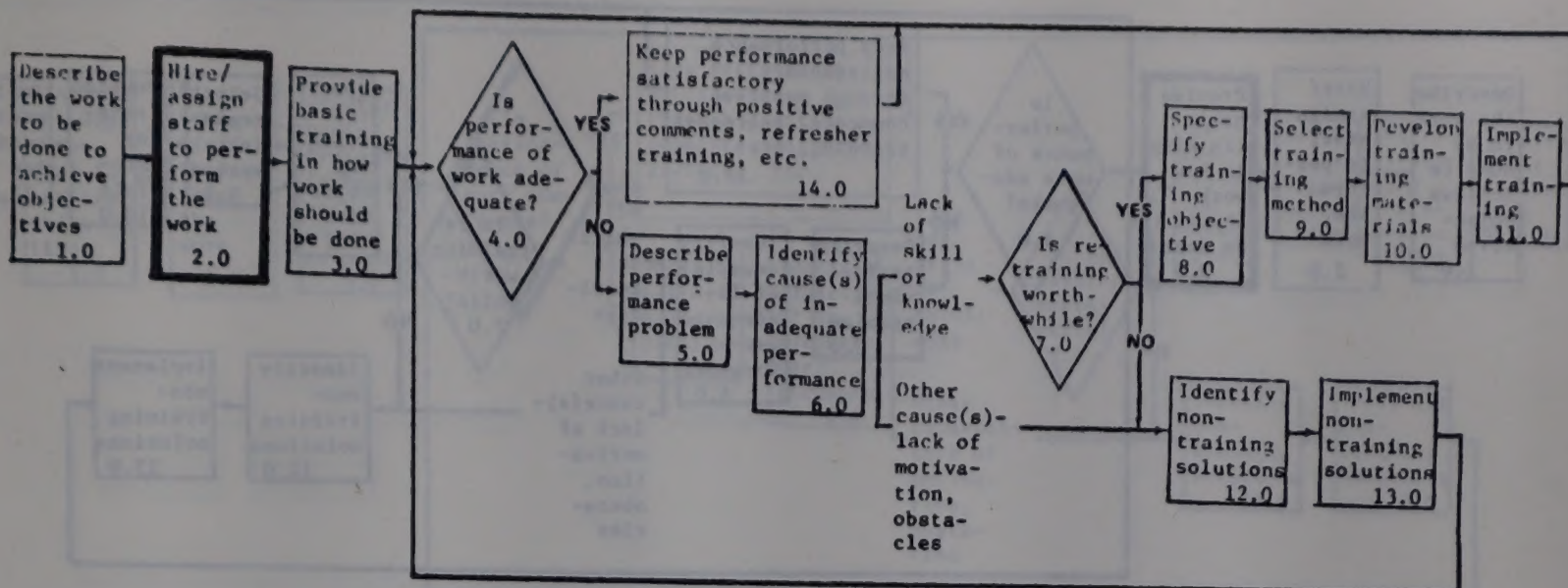
1.0 DESCRIBE THE WORK TO BE DONE TO ACHIEVE OBJECTIVES.

You should be given vaccination coverage objectives for your region or district from the regional or central Ministry of Health. It will be your responsibility to determine the work that must be done to reach these objectives.

You will need to know the specific tasks to be done and how well they must be performed. For example, one task in immunization activities is to store vaccine properly. What this means is that vaccines must always be stored at the correct temperature and in a way which will ensure that they are used before their expiration dates. Among other tasks, this will require the proper arrangement of vaccine in the refrigerator, so that the oldest vaccine is used first ("first in, first out").

Describing the work to be done is an essential step which must be completed before you can develop training. You must know exactly what it is that you want someone to do before you attempt to teach him how to do it.

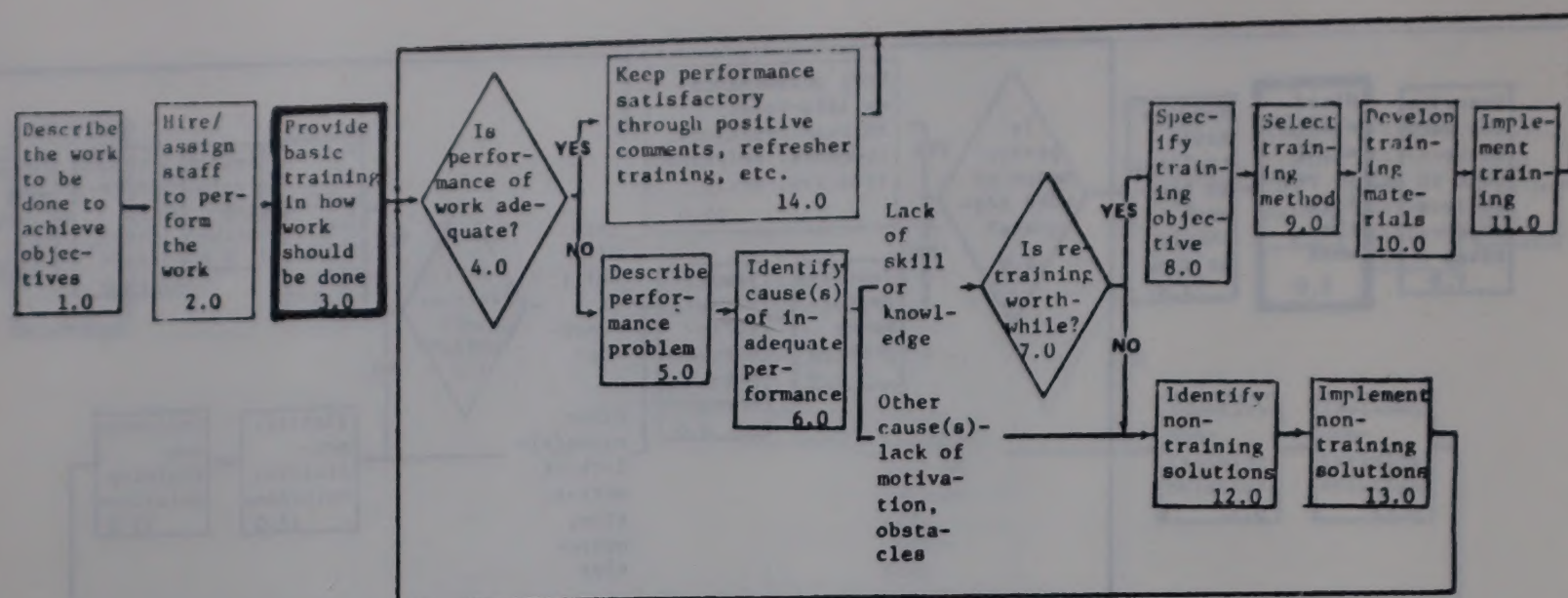
This task is described in more detail in the module "Supervise Performance."



2.0 HIRE/ASSIGN STAFF TO PERFORM THE WORK.

This is another step which is not a training task but one which must obviously be completed prior to training. Careful selection of staff will make your job as a trainer much easier. You may be able to find staff who already have many of the skills they will need to carry out vaccination activities.

Unfortunately, you may not always be able to select the staff to carry out vaccination duties. They may be staff who are already working in health centres, whose duties are being expanded to include immunization work.



3.0 PROVIDE BASIC TRAINING IN HOW THE WORK SHOULD BE DONE.

Once you have described the work to be done and have the staff that will be doing it, your work as a trainer begins.

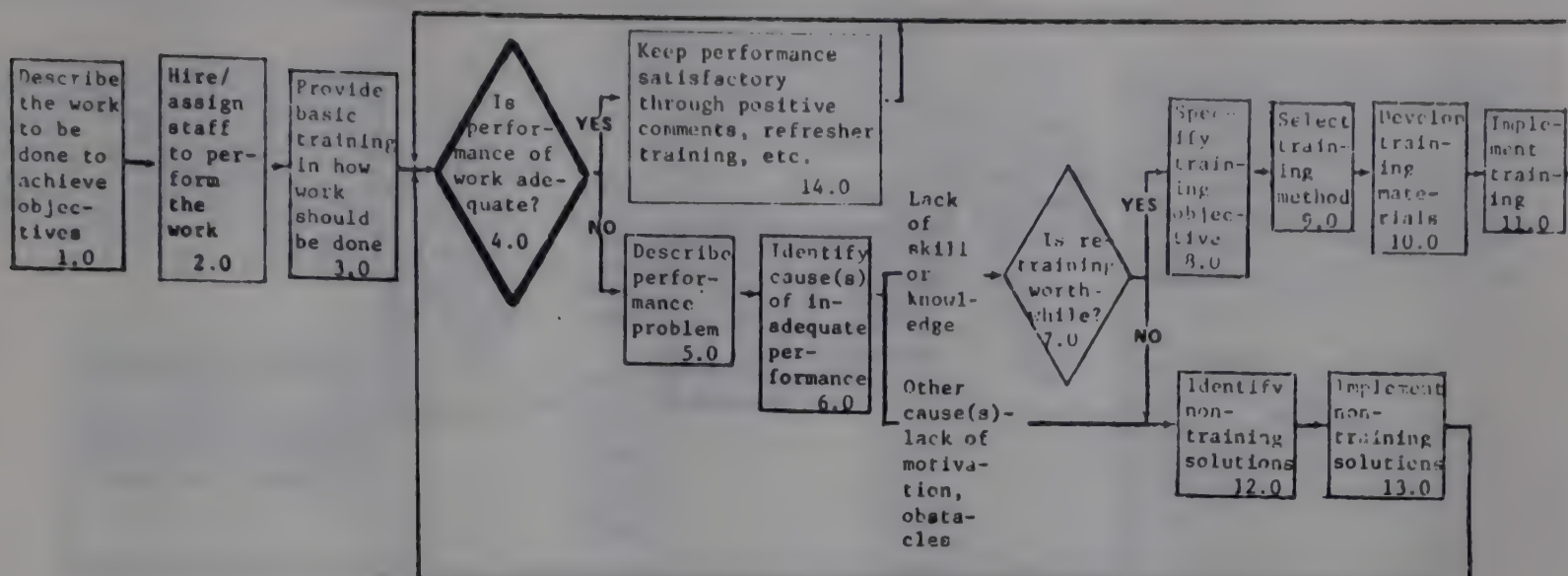
In order to prepare the staff to carry out the additional duties required for immunization work, you will need to provide basic training which will include

- Information on the diseases which can be prevented by vaccinations and the vaccines to be used
- Practice in the specific skills needed to carry out vaccination activities
- Information on the importance of these activities in terms of reducing cases and deaths among young children.

The type of training you provide will vary according to the group involved and the work they must perform. Staff who must give routine vaccinations will need practice in the use of needle and syringe as well as practice in preparing vaccine. Staff involved with surveillance activities may need practice in completing forms and carrying out a simple analysis of data.

The details of how this training should be designed and implemented will be described in steps 8.0 through 11.0 (pages 10 to 32).

The main point to remember is that staff being given new responsibilities must be given training in how to do their new work correctly. You may also look upon this training as an opportunity to motivate the staff about the importance of the work they will be doing.



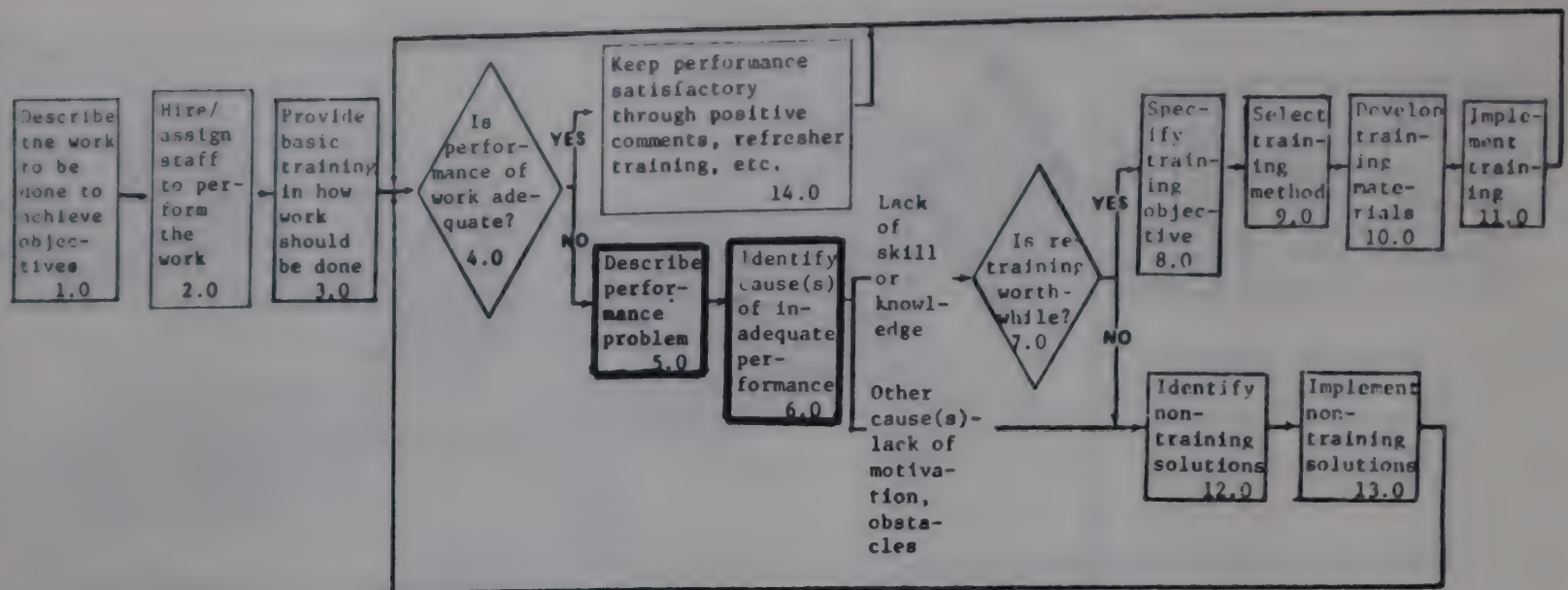
4.0 IS PERFORMANCE OF THE WORK ADEQUATE?

Once basic training has been provided and vaccination activities have started, you will need to determine whether or not health centre staff are performing their activities correctly.

Indications that performance is not adequate may come from health centre records, from supervisory reports or from on-site visits. Occasionally the worker may feel unsure about the work he or she is supposed to do and ask for help. The module "Supervise Performance" gives more information on how to determine if performance of work is adequate.

If you find work is inadequate you will need to describe the problem, find its cause(s) and find solutions (Steps 5.0-13.0 of the flowchart).

If you find that the work is being done correctly, you will need to provide some positive reward or comment to the worker and ensure his continued good performance through periodic refresher training (Step 14.0 of the flow chart).



5.0 DESCRIBE PERFORMANCE PROBLEM.

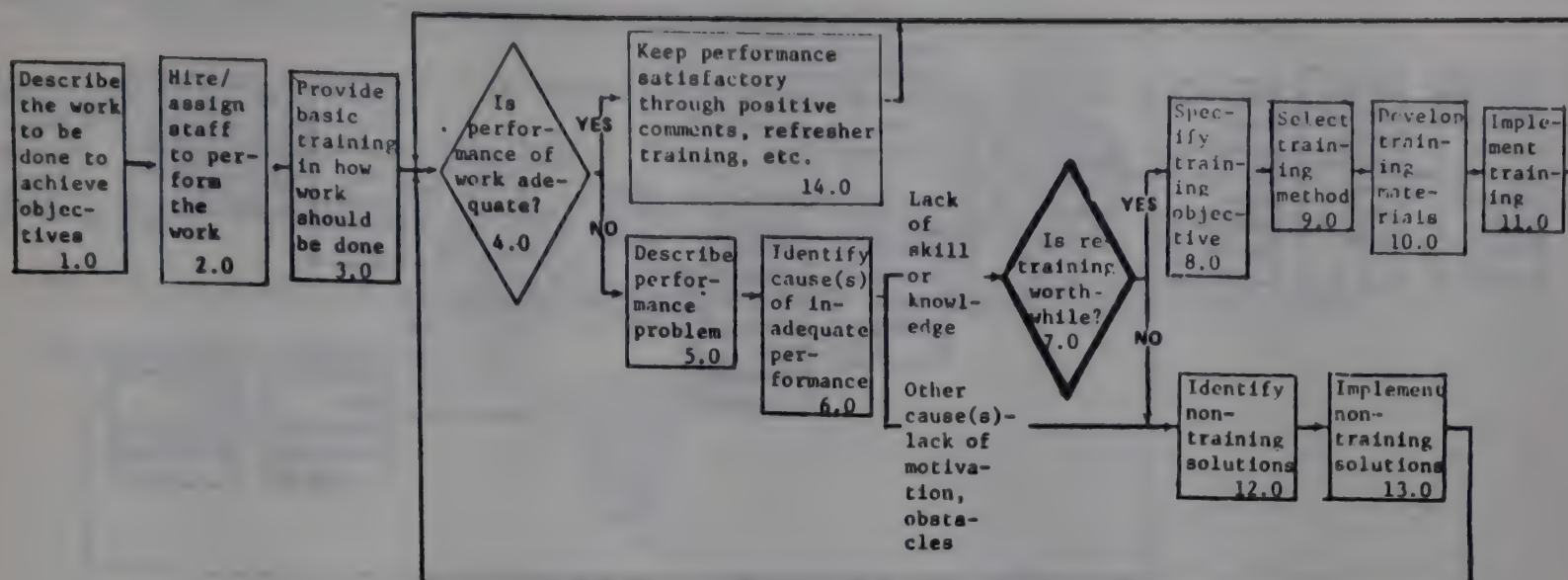
This is an essential step which is dealt with more fully in "Supervise Performance." Before you can correct a problem you must know

- where it is occurring,
- with whom it is occurring, and
- over what time period it is occurring.

6.0 IDENTIFY CAUSE(S) OF INADEQUATE PERFORMANCE.

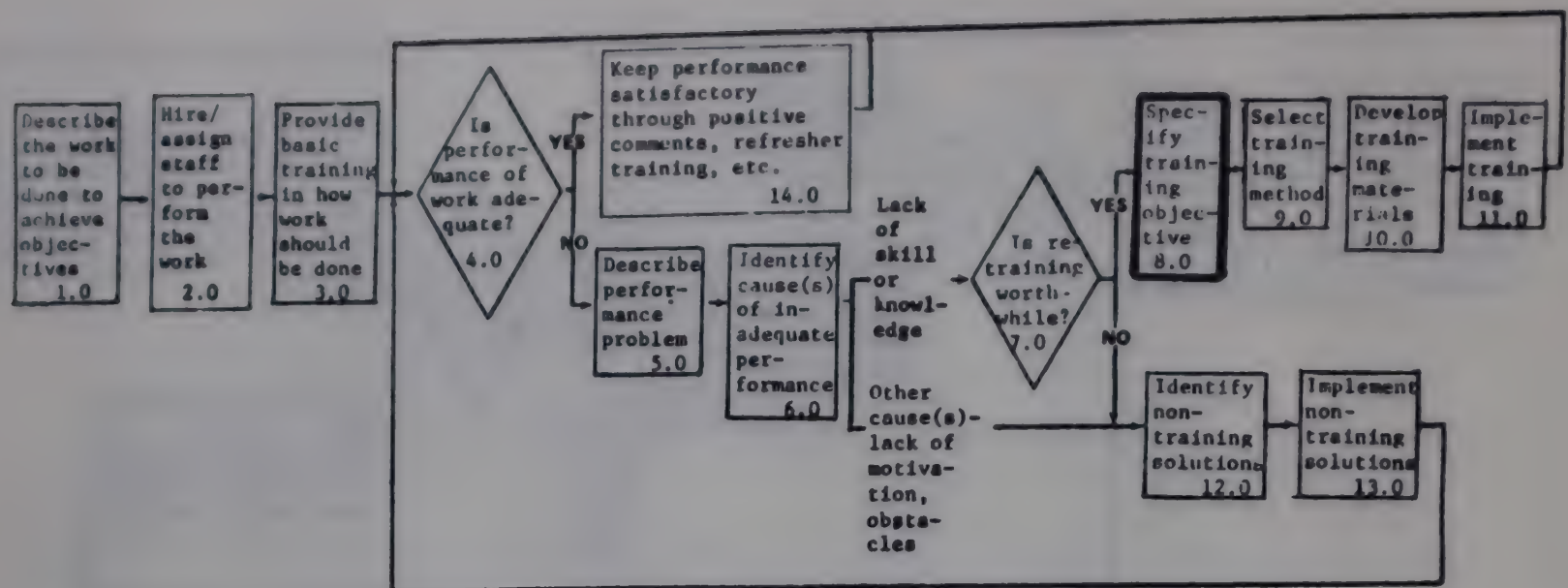
This is another important step which is dealt with in more detail in the module "Supervise Performance." People may do work incorrectly for many different reasons. If people do not do their work adequately because they do not know how to do it, then training can help. However, if they know what to do but do not do it because they dislike the task or do not have the time or supplies to do it, then you have a problem which requires a non-training solution.

Is inadequate performance caused by a lack of skill or knowledge? There may be several reasons why a person (or group of people) does not do his job. If one reason is a lack of knowledge or skill, then your work as a trainer begins.



7.0 IS RETRAINING WORTHWHILE?

Mistakes can be made in hiring or in matching particular individuals with particular jobs. Before you invest time and money in additional training, you need to determine if your resources will be well-spent. While some people believe you can train anyone to do anything, there are times when it is not worth the effort. If, for example, you have an employee who is reluctant to learn new skills and who is about to retire, it may not be worthwhile to put him through extensive training. There are times when you should seek a non-training solution to your problem which might include transferring the individual to a different assignment or changing the work so that it is less difficult to do. Before deciding to train people, ask yourself a) are they likely to learn the new skills you want to teach them, and b) are they going to be able to practice these new skills once they learn them. If the answer is "yes" to both these questions, training should be useful.



8.0 SPECIFY TRAINING OBJECTIVE.

Once you have decided that retraining is necessary and worthwhile you should describe the skill or knowledge which is needed.

Based on this description you will develop a training objective which will state the specific skill to be learned and how well it must be performed. If you are performing this step as a part of retraining, you will concentrate on the particular skill or knowledge which the employee seems to lack.

If you are performing this step as a part of basic training you will list all the skills the employee must have to carry out vaccination activities correctly since he or she is new to the job.

For example, if you are training vaccinators in the use of sterile techniques for the administration of DPT vaccines, you might have the following objective:

Ensure that infants are inoculated subcutaneously with uncontaminated vaccine by carrying out the following steps correctly:

1. Wash hands.
2. If vaccination site is dirty, lightly cleanse the specific area of infant's body where vaccine will be injected with cotton dipped in methylated spirits.
3. Remove vaccine from refrigerator and wipe stopper of bottle with new cotton dipped in methylated spirits.
4. Attach disposable needle to syringe.
5. Remove sheath from needle and insert needle through the stopper of the bottle. Do not allow needle to touch any other surface.

6. Draw vaccine into syringe and withdraw the needle from the bottle. Insert the needle under the infant's skin where the skin has been cleansed. Pull back on the plunger to make sure that the needle is not in a blood vessel. Inject the vaccine.

Perform steps in presence of supervisor who makes sure they are carried out properly.

Exercise A

Part One:

In your supervision of vaccination activities you find that staff members at one health clinic do not know what to tell mothers about the importance of vaccinations and the dates on which to return for second or third shots.

1. Read the two training objectives provided below.

Training Objective Number 1:

While mothers are waiting in line to have children vaccinated, inform mothers that

- vaccines are provided to prevent six diseases in children-- measles, polio, diphtheria, tetanus, whooping cough (pertussis), and tuberculosis
- some of these vaccines must be provided in 3 separate doses-- polio and DPT
- a particular schedule of vaccinations must be followed to make sure children are fully protected (give schedule)
- they should bring their children back for next vaccinations (give appropriate date to each mother)

and ask for questions.

After children have been vaccinated, ask mothers date on which they will plan to bring children back and what vaccinations children will receive. (This will be a way to determine whether or not they have understood the information provided.)

Training Objective Number 2:

Inform mothers about the importance of vaccinations and the need to come back for additional visits.

2. Which training objective is more complete and more useful?

In the space below, write why it is better.

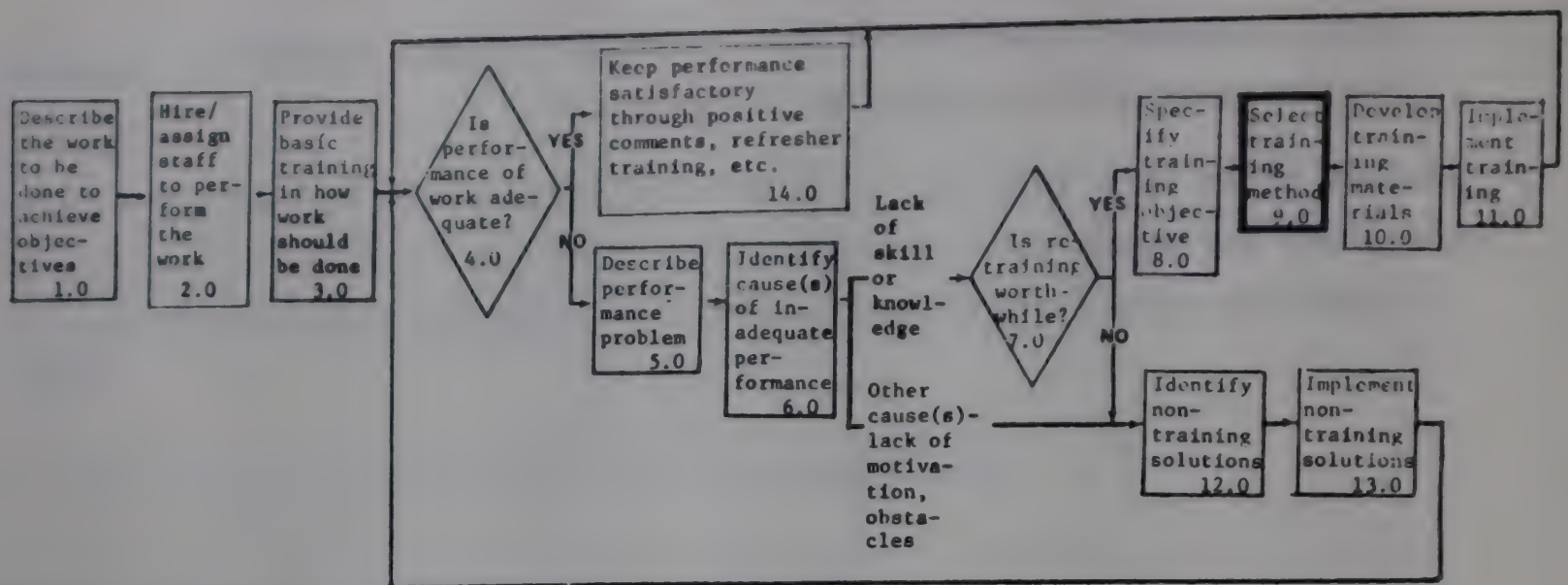
3. Review your answers to Exercise A, Part One with a course manager.

Part Two:

In your evaluation of staff, you also find that they fail to inform mothers about the normal side effects of vaccinations. This has caused many mothers to believe the vaccination activities are hurting their children, and therefore, they have not brought them back for second and third doses.

1. Write a training objective which states what staff should do to inform mothers about side effects. Try to include the type of information to be given, when and where it should be given, and how staff can be sure that mothers understand the information provided. If you are not sure how to complete this exercise, ask a course manager for help.

2. Review your answers to Exercise A, Part Two with a course manager.



9.0 SELECT TRAINING METHOD.

After you have a training objective, the next step is to decide on an effective method to teach the skill or provide the knowledge that is needed. Training methods can be very simple or very complex. Training does not always mean classroom instruction or a three-day seminar at the central office, and it should frequently mean more than a written communication.

The following list includes some of the more common methods of training:

- Use of a "job aid" such as a checklist.
- Self-instructional lessons which contain practice exercises followed by correct answers so that the individual can check his own work.
- Apprenticeships in which an experienced staff member instructs and supervises the work of a new staff member.
- Daily/weekly/monthly meetings in which an individual receives continuing instruction on a regular basis from an instructor who may be a supervisor or fellow staff member.
- Role play or dramatic activities in which staff act out certain tasks, such as setting up a clinic or informing mothers.
- Supervised practice in which a skill is taught and regularly scheduled practice sessions are provided in using the skill.
- Lectures in which one or several instructors provide the needed information verbally.

- Group discussions in which individuals share ideas about problems and practical ways to resolve them.
- Written communication in which a small amount of information is passed on to staff in a short memorandum.
- Demonstrations in which a new technique is presented to a group.
- Formal classroom instruction.

You may be able to think of many other methods you have used successfully to correct certain training problems. Each of the methods listed above can be used effectively in specific situations. Often, you will have the choice of using more than one method to teach a particular skill or to provide some needed information.

Some of the advantages and limitations of each method are described briefly below.

"Job aids"

"Job aids" can consist of any aid which makes the job easier to remember and to perform correctly. They include reference lists or books, charts, checklists, worksheets, color-coded material and anything else that simplifies the work.

Their advantages are that they demand less memorization of tasks or information. They are appropriate when the work will be done by several different people at different times. They are useful for work that is performed so infrequently that specific tasks may be forgotten. They are often helpful when a number of steps must be performed in a particular order.

One limitation in their use concerns work which must be done rapidly. If you are providing vaccination information to a mother whose child is being vaccinated, you may not have time to refer to a job aid to make sure you discuss all essential points. There may also be situations in which the use of a job aid would be inappropriate or undesirable. A mother will not want to see a health worker looking at a picture of a needle and syringe before giving an injection to her child.

Self-instructional lessons

Self-instructional lessons can vary greatly in length and difficulty. In general, they provide small bits of information, ask the student a question about the information given, and provide right answers to the question asked. If the student has given an incorrect response, he may be given additional information and retested.

The advantages of this method are that the trainee can use the materials in any setting and at his own pace. He receives immediate right answers so that correct information should be what he remembers.

The limitations of self-instructional lessons are that they must be written very carefully and require a lot of pretesting and revising. They also fail to provide practice in skills. (If someone needs to learn how to give vaccinations, he will need to do more than gather information about vaccines. He will need to practice the skills.) They may also provide a type of learning which is soon forgotten unless the information is repeatedly used on the job. Finally, they require good reading ability on the part of the staff.

Apprenticeships

This is a method which is frequently used in all kinds of situations. A new staff member (or one who will be given new responsibilities) is assigned to an experienced worker. At first, the new worker may simply observe the work being done. Gradually, however, the experienced worker gives him more and more responsibility until he is performing the entire job on his own.

The advantages of the apprenticeship method are that the trainee is allowed to assume responsibilities gradually and that he receives immediate information on whether or not he is performing correctly. He is able to model his performance on that of the experienced worker.

One limitation of the method is the need to find good workers who will also be good teachers. Initially, work may be slowed down by the fact that the experienced worker must now function as a trainer. The method may be viewed as a reward or as a punishment by the experienced worker. If the experienced worker has any undesirable work habits, it is likely that these habits will be passed along to the new staff member.

Tutorials

These are conferences where an instructor and a trainee meet at regular times (daily, weekly, monthly) to exchange information.

One advantage of this method is the direct contact between one instructor and one student. The instructor can respond to specific problems the trainee is having without wasting time on skills or information which are well established. The trainee may be more motivated to work on particular skills or knowledge since he knows he will have to show what he has learned in each session with an instructor.

The limitations of the method include the fact that this is a very time-consuming and expensive process since it uses one instructor to train one individual. Many skills cannot be presented over a long time period. They are best learned in a single session and then practiced. A trainee may feel that the special sessions are a punishment because he is not performing as well as other staff members.

Role Play

Role play and dramatic activities are used to copy real-life situations in a training setting. Individuals play the roles of all the people involved in a particular situation such as setting up a clinic or discussing the vaccination programme with an anxious mother.

The advantages of the method are that people become actively involved in learning. Drama can come closer to real life situations than most of the other forms of instruction. Role play is a good way to present complicated situations involving people.

One limitation is that the instructor must be comfortable with the method. If he is unenthusiastic or unsure, the role play is likely to fail. If there are specific right answers to be learned, these may not be apparent at the end of a drama session. If time is limited, there may be other instructional methods which will present information more rapidly.

Supervised Practice

This involves scheduled sessions in which a particular skill is practiced under the supervision of an instructor (someone who knows how to perform the skill correctly).

One advantage of the method is that it can be used to reinforce skills which are used infrequently but which must be performed correctly. By scheduling practice sessions on a regular basis, skills can be maintained at a high level.

The limitations of the method may include finding times for practice sessions which do not interfere with other duties as well as the need for a competent supervisor to be present at the sessions.

Lecture

In this method, information is given verbally by one or more instructors who are technical experts in the subject to be taught.

One advantage of the method is that it is a familiar one. Staff will be used to receiving information in this way. Preparation is normally inexpensive and relatively easy once a speaker is located.

Limitations include the fact that it is frequently impossible to know exactly what will be said. A speaker may decide to talk about issues other than the essential ones. A second limitation is that the method needs to be coupled with other methods (such as discussion, practice) to ensure that staff develop the skill or understand the information being presented. Listening to information is not the same as learning it.

Group discussions

In this method ideas are shared among participants. An instructor may guide the discussion but opinions, suggestions, and answers usually come from group members.

The advantages of the method include the fact it can be used in a variety of situations often with other methods of instruction. It gets participants involved and is an effective way to find new solutions to old problems. It is useful when there are no right answers and people must rely on ideas that have worked for them. It is also an effective way to get people to begin to think about problems and attempt to solve them on their own.

One limitation of group discussions is that they may not stay on the topic unless there is a very skillful group leader. They are less effective than other methods if there is a particular skill (other than problem-solving) to be taught. They are not useful if there are specific correct answers which the students are to learn. In fact trainees will resent being asked for their opinion and then told that their opinion is not the correct response.

Written communication

This may be a letter or a memorandum which provides some information about the programme. It may describe a change in the work to be done or it may be written to correct work that is being done inadequately.

The advantages of a written communication are that it can be done quickly and inexpensively. If it is used infrequently, it may serve the purpose of getting attention and correcting a problem.

The limitations include the fact that it is one-way communication. As a trainer, you would not know whether the memorandum was received, understood, and acted upon unless you observed the actual work being done. A written communication does not give the staff the chance to ask questions. If memos are sent out frequently, they may also be ignored. In general, written communication is not an effective way to attempt to teach someone how to do something.

Demonstrations

Demonstrations show how a particular skill should be performed. They generally involve some type of equipment.

One advantage of this method is that people can see exactly what should be done. If the demonstration is live they can ask questions about steps in the process. If the demonstration is in a movie or on slides, they can replay the demonstration until they feel they understand all of the steps. The method is particularly useful when combined with other methods which allow the trainee to practice the skill.

The limitations of the method include the possible expense of bringing the equipment to the location of training or of making a slide series or a movie. If the demonstration does not allow trainees to ask questions or practice the skill, then it is likely they will forget the technique or perform it incorrectly.

Formal classroom instruction

This involves instruction in a format setting away from work. It may include a lecturer, books, practice exercises, group discussions, demonstrations and other resource materials. It may therefore include many of the other methods mentioned earlier.

One advantage of using classroom instruction is that all needed information can be presented in a setting where there are few distractions. The work of the trainees can be closely observed and guided. By having a single location of training, it may be possible to have more or better materials available.

The limitations of the method are that it is expensive and time-consuming. The course must be designed, materials obtained, a location found, and workers must stop their work to attend the course. It may also be that the course is more general than other methods of instruction. It may attempt to solve a variety of problems so that people who take part in it may receive some information that has nothing to do with their needs on the job.

Based on your training objectives which list the skills you wish to teach, you should be able to find one or several methods which can be used to train staff who have vaccination responsibilities.

In general, you should try to find the method which will solve the problem at the lowest cost. People frequently use training to solve non-training problems. They may offer training as a reward or a punishment for good or bad behavior. Sometimes this works, but you should be aware of what it is you are trying to accomplish. If you wish to correct a genuine lack of skill or knowledge, you may be able to do this more effectively and inexpensively by simple checklists, on-the-job training, etc., than by a formal course in the capital city. If you wish to reward an employee for outstanding work by sending him on a week-long excursion to attend lectures in a resort community, that is fine. Just be aware that that is what you are doing, and do not expect him to return with newly improved skills.

You may be able to combine training and motivation solutions, but each solution should be considered separately. You should describe the skills you wish to teach and the method(s) you will use to teach them. You can also describe the motivation you hope to provide (recognition for good work, time away from regular duties in a resort area).

Exercise B

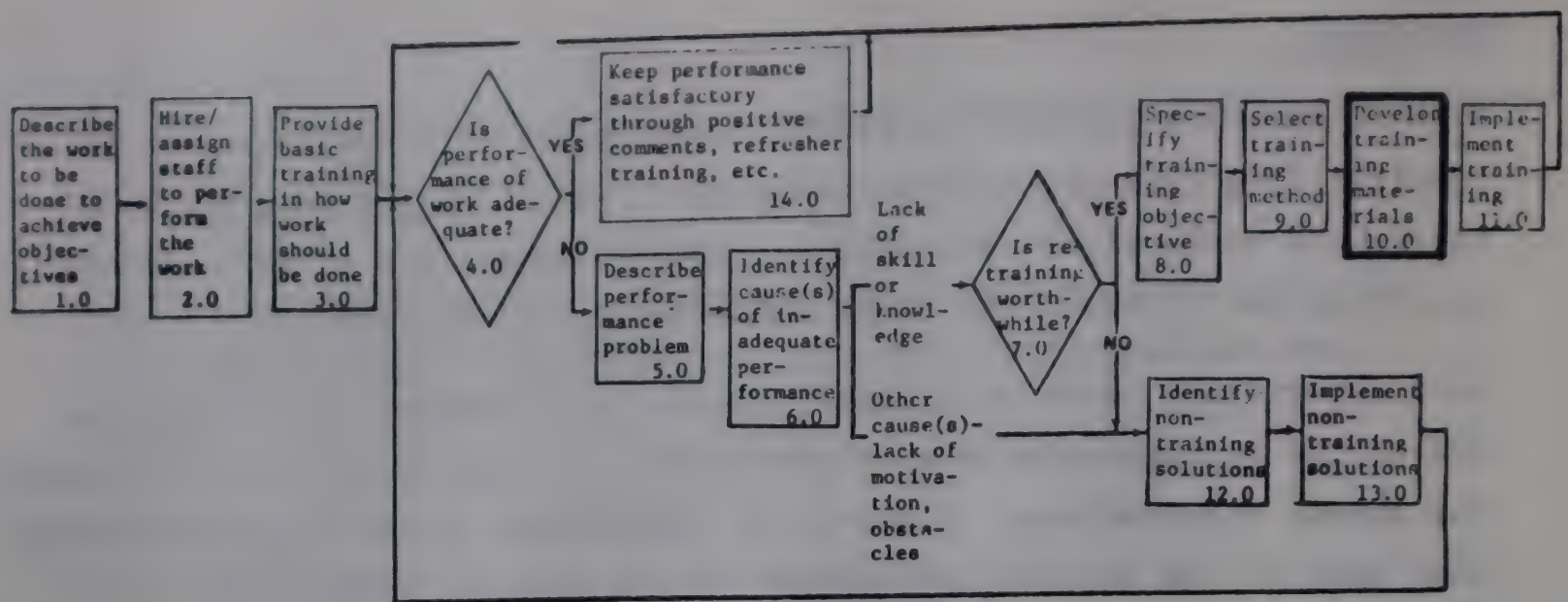
1. Reread the training objective for ensuring the use of sterile techniques described on page 10.
2. Review the training methods listed for step 9.0 on pages 14 to 21.
List the methods you could use to reach the training objective.
3. Which method or methods do you feel would be most effective and easy to implement?
4. Review your answers with a course manager.

Exercise C

In this exercise you will be given a description of a problem which has resulted from lack of skill or knowledge. (Staff do not know how to do their work correctly.) You will be asked to select one or more methods you could use to teach the skill described in the objective.

In a supervisory visit to a health clinic, you discover that fewer than 20% of the children who receive the first polio and DPT vaccinations return for second vaccinations. A survey of the mothers in the community reveals that many of the mothers are unaware of the need for return visits for second and third vaccinations. Most of those who are aware of the need do not know the dates on which to return. In discussing the problem with health workers, you find that one staff member does tell mothers of the need for return visits and the date on which those visits should be made. The other staff members are unaware that this is their responsibility and do not know exactly what information to provide.

1. Reread the training objective for informing mothers of the importance of vaccinations and dates for return visits (Training Objective Number 1, page 12).
2. Review the training methods described in step 9.0. List the method(s) you could use to teach staff to inform mothers of the need for return visits and the dates on which those visits should occur. Which method(s) do you think would be the most effective and easiest to implement?
3. Review your answers with a course manager.



10.0 DEVELOP TRAINING MATERIALS.

After you have selected the most appropriate method of instruction, you will need to create training materials (if they do not already exist). This may mean writing lessons, preparing visual materials and/or locating the necessary resources (individuals who can provide on-the-job training, equipment needed for practicing a particular skill, etc.).

As you plan your training, you should attempt to follow four basic principles of teaching:

- Allow the individual(s) to start at his own level. Instruction which is too complex will frustrate the student and be wasted. Instruction which is too basic will lose his interest.
- Let him practice the skill as well as listen to a description of how it should be done. In order to learn, people must actively participate.
- Give him immediate information on whether or not he has the right answer or is practicing the skill correctly.
- Give him enough opportunity to practice so that he can do it right all the time.

There are a number of other factors to consider as you develop the training:

- How many people do you plan to train with these materials? Do you expect to provide the same or similar training to a number of employees at one time? On several occasions?

If you expect to train only a few individuals and do not expect to repeat the training for other groups, you may choose to limit the amount of time and money you spend on the preparation of materials. (You may choose to use hand-drawn rather than printed posters, make a verbal presentation rather than prepare written materials, etc.) You can take shortcuts as long as you pay attention to the principles of good instruction.

- How large a group will you train at one time?

The number of people you train at one time will affect the materials you develop. A chart to be seen and read by a group of fifty people is very different from one designed for a group of four to six.

- What are the limitations of the group to be trained? Do they all speak the same language? Can they read written materials easily? Are there other characteristics of the group which should affect your training design?

If some members of the group do not read well (or at all) you will obviously need to limit any display materials you create to ones which contain few or no words.

You have a more difficult problem if members of the group do not speak a common language. Training through pictures has been attempted with mixed success. Translating into second and third languages can be done, but it is an extremely awkward and time-consuming process. You may decide that in order to provide effective training, you will need to use a highly individualized approach.

- What limitations are imposed by the location of training and by the resources available to you?

If your training is to be implemented in the field, you may want to limit the amount of training supplies you must take with you.

- Is there an easier way?

When you have tentatively decided on your training materials, look again to make sure there is no easier way. Are there materials which already exist that you could adapt for your use? Are there other people you could ask to help you prepare the materials?

The final steps in the design of training are the actual creation of the materials and a field test (however limited) of their effectiveness. You should try your training out on people who are like the group you plan to train. Get their reactions and see if the training is likely to be effective.

A new vaccination activity is being implemented in a region which will include the use of disposable syringes and needles. The staff has never used this equipment before.

The training objective is as follows:

Ensure that injections are given properly using the new kind of needle and syringe by performing the following steps:

1. Ensure that the equipment is functioning properly.
2. Prepare the needle and syringe for use.
3. Administer injection correctly.
4. Dispose of needle and syringe properly.

Perform these steps in the presence of a supervisor who is familiar with use of the disposable needles and syringes and who can make sure that all steps have been performed correctly.

A description of a training session is provided below. Based on the information listed under 9.0 and 10.0 and your own knowledge of effective and ineffective training, evaluate the proposed session:

Training Session:

1. Hold large meeting at regional health office for all staff involved in new activity (approximately 40 staff).
2. Tell staff that disposable needles and syringes are on order and that as soon as they arrive, staff can begin mass vaccinations.
3. Provide picture of new needles and syringes with all parts labeled.
4. Ask staff to memorize names of parts.
5. Show film on use of disposable needles and syringes.
6. Provide booklet on disposable needles and syringes.
7. Ask staff to read booklet and memorize important sections.
8. Tell staff that if they have questions in the use of the new equipment, they should reread the book or write you a letter.

9. Tell staff that you will visit the health centres some time during the first month of operation to see that everything is being done correctly.

In the space provided below, evaluate the training session by answering the following questions:

Will the training methods selected solve the problem?

What would you do differently to improve the training?

Be as specific as possible in listing the ways in which you would modify the session.

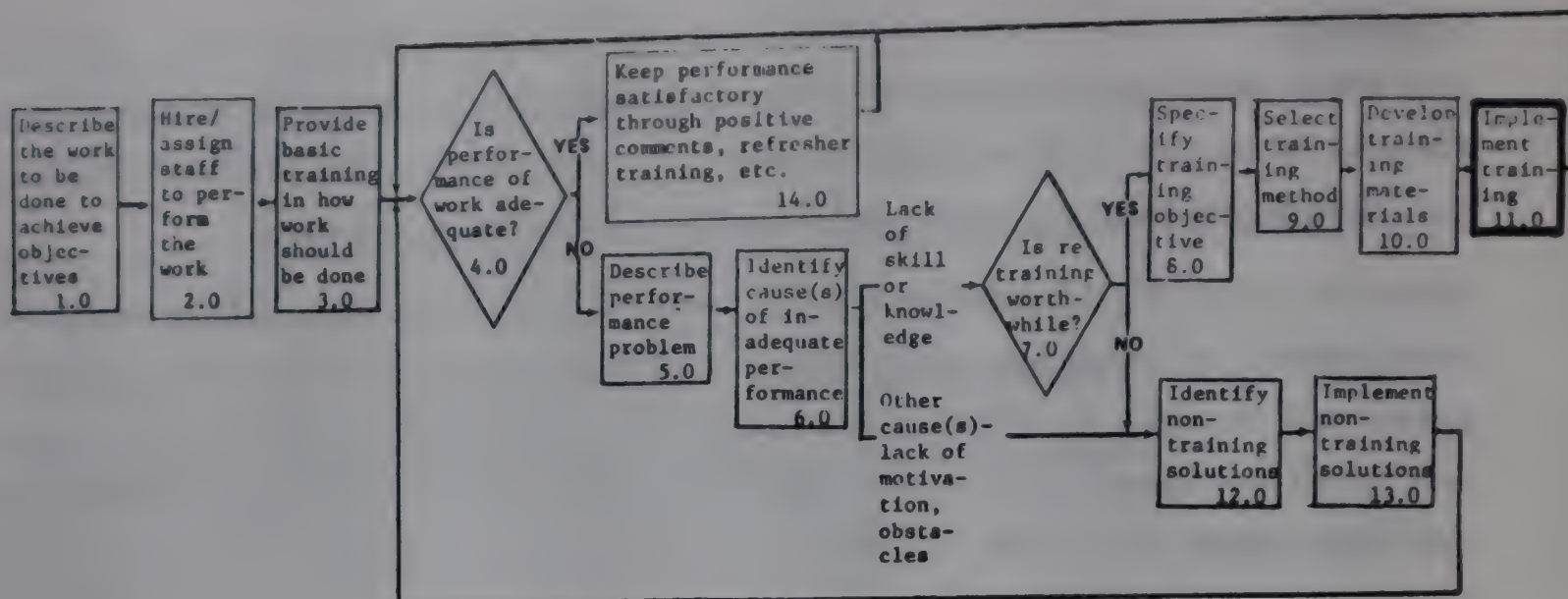
Discuss your evaluation with a course manager.

Exercise E

It is now your turn to develop training materials. A course manager will discuss with you (either individually or in a group) the training problem you should attempt to solve and the method you will develop.

Resource material is provided which offers practical suggestions in the development of training materials. Your course manager and other participants may be able to offer other guidance. Feel free to use these resources and to offer ideas which will help other members of your group develop their own materials.

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11.0 IMPLEMENT TRAINING.

You should implement training under the best possible conditions. In order to do this, you will need to do some careful planning ahead of time. This will include all of the following activities:

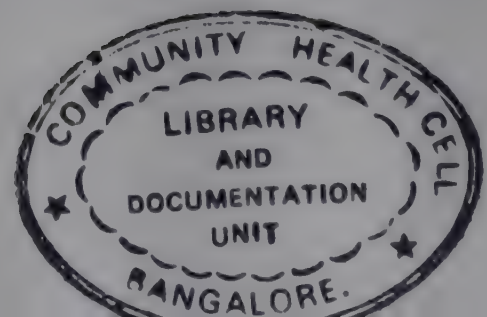
- Informing the trainees through their supervisors
- Obtaining their release from normal duties
- Arranging their transport (if necessary) and perhaps providing some advance payment
- Selecting a conference room if needed
- Preparing the materials (for example, printing the forms, obtaining any demonstration materials needed)
- Selecting and training course managers or instructors

You will also need to eliminate or reduce any outside factors which could keep training from being effective. For example, noise, concern about other duties, poor lighting, heat, cold and training after normal work hours can all keep training from being effective.

As a final part of implementation of training, pretests and post tests (or individual questionnaires) should be used when possible. While the final test of the effectiveness of training must be based on job performance, a pretest and post test can provide a quick evaluation of whether or not the material has been learned.

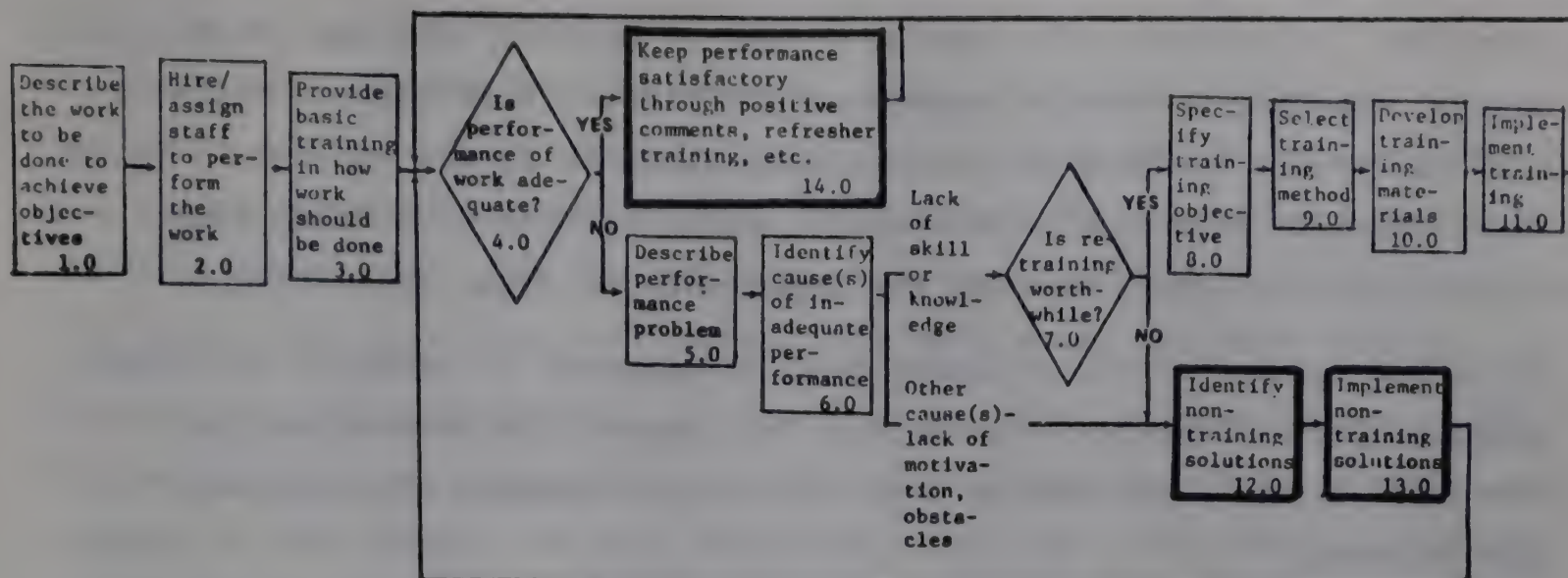
Exercise F

List below those factors which have kept you or others from learning effectively in past situations or in this one. There will be a group discussion so that you can share your experiences with other participants.



Exercise C

A group discussion will be held in which you will use some of the work you completed in step 10.0, Develop training materials.



12.0 IDENTIFY NON-TRAINING SOLUTION(S).

If you decide that the performance problem you described in step 5.0 is not caused by a lack of skill or knowledge (step 6.0) or that retraining is not worthwhile (step 7.0), you will need to find non-training solutions. These solutions may include transferring the individual to another position, changing the job, removing an obstacle that was causing his poor performance or finding some way to motivate him.

This step is dealt with fully in the module "Supervise Performance."

13.0 IMPLEMENT NON-TRAINING SOLUTION(S).

This step is essential to good management and is dealt with in detail in the module "Supervise Performance."

14.0 KEEP PERFORMANCE SATISFACTORY THROUGH POSITIVE COMMENTS AND PERIODIC REFRESHER TRAINING SESSIONS.

In order to maintain good performance, you must let staff know they are carrying out their vaccination activities correctly.

Periodic refresher training is a second method for ensuring continued good performance. This type of training should be as carefully planned as the more formal training you provide.

It is needed

- when there is a change in immunization activities or techniques
- when there are new staff members
- as a means of motivating staff
- as a means of reinforcing good work.

Refresher training should occur as weekly or monthly meetings or as part of regularly scheduled supervisory visits. It is important that this in-service training occur regularly since it is one way for supervisors to show staff their appreciation for the work being done in immunization activities and the importance of these activities.

The effectiveness of all training must be measured in terms of continued adequate job performance. It is for this reason that arrows on the flowchart always lead back to step 4.0, Is performance of necessary work adequate?

As long as this question is asked frequently, small problems can be identified and solved before they become large problems which may have serious effects on the success of vaccination activities.

The solutions may have to do with many other answers besides training. Training can only solve problems which result when someone does not know how to perform a task. A secondary benefit of training, especially refresher training, may be that it motivates staff to do good work. If you design your training carefully, it should have this additional benefit.

Exercise H

As the final exercise in this training module, you will review all the materials you have been using in this course. This review will provide you with a personal outline to help you design your own training for your own programme. The work you put into this exercise will directly influence the amount you gain from the course. The more work, the more gain!

Worksheets have been provided for each of the eight modules of the course. The worksheets ask questions concerning the usefulness of the material contained in that module for your programme. You may never have as fresh an appreciation of this material as you have now, so use this opportunity to make specific notes on what material is especially important, who you think would benefit from it, how it can be transmitted to those who would benefit from it, and how you can evaluate whether or not you have successfully communicated it.

We will work module by module, discussing each as you complete the worksheet so that everyone can benefit from the ideas of his colleagues. After you have made notes on the discussion, you may wish to use a fresh worksheet to summarize your thoughts so that you can review them easily in the future.

Worksheet for Exercise H

Title of Module:

- Does it contain material which you think is important to incorporate into either initial or refresher training for staff engaged in vaccination activities in your programme? If not, move on to consider the next module. If so, briefly note the sections you consider essential:
- Who should receive this material?
- How can it be communicated to them? (Send written materials, hold a special course, provide the material a little at a time in regular staff meetings, train individuals who will in turn train others, etc.) What methods would be best? (Lecture, demonstration, supervised practice, apprenticeship, etc.)
- What training aides would you like to have (if any) in communicating it? Can you obtain or prepare them? How long is it likely to take?

- What are some simple checks you can make to evaluate whether the material has been understood?

Glossary

- adequate performance - work which is being done correctly
- apprenticeship - assignment of new employee to work with experienced employee
- basic training - provided to new employees or employees with new responsibilities for immunization activities
- flowchart - diagram of steps necessary to perform a task which shows the order in which they must be performed
- job aid - a tool such as a checklist, chart, poster, etc., which is used on the job to help a person perform his work correctly
- performance problem - work which is not being done correctly
- refresher training - training provided periodically to ensure that employees continue to do their work adequately
- role play - dramatic activity in which employees play the parts of different people involved in the work they do
- self-instructional lessons - written lessons which an individual can use on his own. They usually contain practice exercises and answers which allow the individual to check his own work.
- training objective - written description of skill to be learned and required level of performance
- tutorial - training of one employee by one instructor

**WORLD HEALTH ORGANIZATION
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PUBLIC HEALTH SERVICE
CENTER FOR DISEASE CONTROL**